**English Language Arts**

**Course Outline**

**Grade 7**

Mrs. Low

2011/2012

**Welcome to Grade 7/8 ELA!**

Welcome to Grade 7/8 ELA class with Mrs. Low! I look forward to spending the year learning about literature with you all. We are going to have a busy year focusing on four different topics. We will also have our reader’s workshop booked for once a week in our library. Let me know what you are reading! Work hard and have a great year!

**Topics**

* Mysteries and Unusual Happenings( multigenre unit) September- October
* Finding Courage( multigenre/ novel study) November- January
* On the Funny Side( multigenre) February - April
* Doing Our Part for the Planet (inquiry) May - June

**Assessment**

**Diagnostic** – pre-assessment done to determine what skills you already have and what level those skills are at; then we can concentrate on improving the areas that need work

**Formative** – assessment done on an on-going basis to see how you are doing with a skill, this will help me determine which areas you have successfully completed and which areas need more work

**Summative** – assessment done at the “end” to see if you have mastered the skill; this assessment is included on your report card

All outcomes will be assessed using 5 point rubrics. Your final exam will be based on an ongoing portfolio, portfolio interviews ( 2-3 times per year), and a written exam based on outcomes that need more practice.

**Learning Behaviours**

Although no formal “marks” will be applied to your report card grade for learning behaviours such as attitude, participation, effort and preparedness, assessment in this area will be on-going. At each reporting period, learning behaviours will be reported with your outcomes assessment by a detailed report will be sent home. If you would like regular contact via email, please send an email to [Arlene.low@sunwestsd.ca](mailto:Arlene.low@sunwestsd.ca).

# Grade 7/8 Outcomes

**Comprehend and Respond (CR).**

**CR8.1**

**View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Becoming Myself), social responsibility (e.g., In Search of Justice), and efficacy (e.g., Building a Better World).**

[**CR8.2**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=12&XML=english_language_arts_8.xml) **Select and use appropriate strategies to construct meaning before (e.g., previewing and anticipating message), during (e.g., making inferences based on text and prior knowledge), and after (e.g., paraphrasing and summarizing) viewing, listening, and reading.**

[**CR8.3**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=13&XML=english_language_arts_8.xml)

**Use pragmatic (e.g., intended audience and tone), textual (e.g., how author organized text to achieve unity and coherence), syntactic (e.g., variety of sentence structures), semantic/lexical/morphological (e.g., imagery), graphophonic (e.g., stress, pitch, and juncture of a word), and other cues (e.g., layout and accompanying graphics) to construct and to confirm meaning.**

[**CR8.4**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=14&XML=english_language_arts_8.xml)

**View critically and demonstrate comprehension of a variety of visual and multimedia texts including videos, television broadcasts, informational presentations, dramatic presentations, websites, and news programs to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.**

[**CR8.5**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=15&XML=english_language_arts_8.xml)

**Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter’s point of view, values, and biases, stereotypes, or prejudices.**

[**CR8.6**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=16&XML=english_language_arts_8.xml)

**Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.**

[**CR8.7**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=17&XML=english_language_arts_8.xml)

**Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.**

[**CR8.8**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=18&XML=english_language_arts_8.xml)

**Read Grade 8 appropriate texts to increase fluency (140-180 wcpm orally; 180-230 silently) and expression.**

**Compose and Create (CC)**

[**CC8.1**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=21&XML=english_language_arts_8.xml)

**Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Telling One’s Life Story), social responsibility (e.g., Examining the Influence of Popular Culture), and efficacy (e.g., Creating Turning Points).**

[**CC8.2**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=22&XML=english_language_arts_8.xml)

**Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts.**

[**CC8.3**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=23&XML=english_language_arts_8.xml)

**Select and use the appropriate strategies to communicate meaning before (e.g., plan, organize, and sequence ideas to fit purpose, point of view, and format), during (e.g., use and maintain appropriate point of view for audience and purpose), and after (e.g., revise final drafts and presentations to ensure that the format and patterns within that format contribute to the effectiveness of the composition) speaking, writing, and other representing activities.**

[**CC8.4**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=24&XML=english_language_arts_8.xml)

**Use pragmatic (e.g., use appropriate language register), textual (e.g., use artistic devices such as figurative language), syntactical (e.g., combine sentences to form compound and complex sentences for variety, interest, and effect), semantic/lexical/ morphological (e.g., use words to capture a particular aspect of meaning), graphophonic (e.g., correctly pronounce words with proper emphasis), and other cues (e.g, arrange and balance words and visuals as well as fonts) to construct and to communicate meaning.**

[**CC8.5**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=25&XML=english_language_arts_8.xml)

**Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization to explain (e.g., an important concept), to persuade (e.g., an opinion on an issue, a mini-debate), and to entertain (e.g., a humourous incident).**

[**CC8.6**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=26&XML=english_language_arts_8.xml)

**Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions (expressing feelings and viewpoints and contributing to group harmony).**

[**CC8.7**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=27&XML=english_language_arts_8.xml)

**Use oral language to effectively express information and ideas of complexity in formal and informal situations (e.g., to debate a point, to participate in a meeting, to give a dramatic reading of a poem or play excerpt).**

[**CC8.8**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=28&XML=english_language_arts_8.xml)

**Write to describe a landscape scene; to narrate a personal story or anecdote and a historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review.**

[**CC8.9**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=29&XML=english_language_arts_8.xml)

**Experiment with a variety of text forms (e.g., Reader’s Theatre, role play, humourous instructions, an electronic presentation, a dramatization, a mini-debate) and techniques (e.g., imagery, music, graphics and statistics in a multimedia presentation).**

**Assess and Reflect on Language Abilities (AR)**

[**AR8.1**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=31&XML=english_language_arts_8.xml)

**Use information gathered in self-assessment and teacher’s assessment to develop and work on goals for improving viewing, listening, reading, representing, speaking, and writing.**

[**AR8.2**](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/index.jsp?view=indicators&lang=en&subpage=32&XML=english_language_arts_8.xml)

**Appraise own and others’ work for clarity, correctness, and variety.**